



State of Arizona  
Department of Education

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## Special Education Monitoring Alert



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### **Alert to Special Education Directors – Monitoring Changes for 2007**

Change is in the wind for monitoring for special education programs beginning with the 2006-2007 school year. IDEA 04 made it clear that the monitoring systems used by states should focus more on those requirements and processes that ensure good outcomes for students with disabilities.

Arizona is responding to that directive by identifying which of the line items in the current monitoring system should be considered “core” items, that is to say, essential to test in all school systems. All other line items will be sorted into “clusters” according to their relevancy to student outcomes. Beginning next year, each monitoring will be custom fit to the circumstances of the agency (PEA) being monitored. For example, the monitoring of a PEA with a high suspension rate would include the core items plus those items that relate to behavioral supports, LRE, and procedural safeguards. The monitoring for another PEA with very high numbers of students identified as special education would test the core items plus items around evaluation, pre-referral interventions, and eligibility determinations. In other words, the specific line items for each PEA will be individually selected. Hence, a new name for the monitoring system:

### ***Individualized Accountability Program***

The outcomes that will be the focus of the revised system beginning next year are:

- Graduation and dropout rates;
- Suspension rates;
- Disproportionality;
- Participation and performance in statewide assessments, and;
- LRE for both preschool and school-aged children.

School-to-adult life transition requirements will be core for all unified and high school programs. AzEIP-to-preschool transition requirements will be core for all unified and elementary districts. All line items in the current system will be available for use, when appropriate, in the new system. PEAs will have access to all line items and their supporting guide steps for use as internal validation of evaluations, IEP, and programs.

The design of the new system is still under development. The best preparation for the change will be to ensure that data submitted to the ADE through any data collection system accurately reflects the PEA's reality. Garbage data has a high potential to result in a customized monitoring that is more extensive than necessary for the circumstance.

Stay tuned for additional information.